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# Administrative Practices in Boys' Physical Education and Athletics in North Dakota High Schools

Gerald J. Anstett

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ADMINISTRATIVE PRACTICES  
IN BOYS' PHYSICAL EDUCATION AND ATHLETICS  
IN NORTH DAKOTA HIGH SCHOOLS

A Thesis  
Submitted to the Graduate Faculty  
of the  
University of North Dakota

by  
Gerald J. Anstett

In Partial Fulfillment of the Requirements  
for the  
Degree of  
Master of Science in Education  
August, 1951



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This thesis, offered by Gerald J. Anstett as a partial fulfillment of the requirements for the Degree of Master of Science in Education, is hereby approved by the Committee under whom the work has been done.

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## CHAPTER I

### INTRODUCTION

Administration refers to the total process--the total function for which an organization exists. Administration becomes responsible for every detail and yet the administrator may not personally deal with details. Administration coordinates the functions of organization, management, supervision and teaching, so that the total learning process for the child for which the entire school organization exists, will be facilitated. Administration becomes the roots and trunk of the tree. It furnishes the means for every specialized function. Administration departmentalizes; it designates responsibilities; it sustains. It is vitally interested in every arm but it cannot get lost in the arm. The organization functions as a whole; as in a tree, the roots cannot live alone, neither can the limbs, nor the leaves. Segregated they die. Together, under proper conditions, they function.

Administration, the coordinating factor in our educational program, is the key to the success of a school. The child must be integrated with the school. Unless the individual makes a good adjustment to his environment, he will not form the proper habits, attitudes, and conduct patterns, and the school should be a chief factor in



helping him to make such adjustments.

An understanding of current administrative practices in physical education and interscholastic athletics is necessary for the training of future individuals who will have administrative duties to handle in connection with these programs. Such studies will help to determine what new practices should be formulated by those with administrative duties and should also bring to light archaic practices which are still in vogue and should be discarded.

There are many administrative practices required to carry on the regular physical education program and the program of interscholastic athletics. Good administrative practices are absolutely essential to the proper functioning of either of the two programs.

#### Purposes of the Study

Briefly stated the purposes of this study are:

1. To make readily available in helpful form information regarding administrative practices in the regular physical education program and the interscholastic program in high schools of North Dakota.
2. To determine accepted practices and policies of leaders in educational administration relative to administrative functions measured in this survey.



3. To make suggestions that may lead to improvements needed in administration of physical education and interscholastic athletics in high schools of North Dakota.

#### Source of Materials

1. Questionnaires were sent to 250 high schools in the state of North Dakota. All 154 fully accredited schools in the state received questionnaires and 96 minor accredited schools received questionnaires.<sup>1</sup> A letter of transmittal accompanied each questionnaire. The letter explained briefly the content of the enclosed questionnaire.<sup>2</sup> Of the questionnaires sent out, 111 returns were received from the coaches. This represents a return of 44.4 per cent.
2. Books and periodicals on the administration of physical education and interscholastic athletics.
3. Results of other studies that are similar to this one.

#### Limitations

The usual shortcomings of the questionnaire method

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<sup>1</sup>See Appendix A

<sup>2</sup>See Appendix B



of approach, especially the possibility of misinterpretation and suggestiveness of the questions, are apparent in the research.

There is a tendency for the respondents to emphasize the right practices as contrasted with the dominant practices. Unqualified answers make it difficult to know to what extent certain practices are dominant. Local conditions and current situations may necessitate exceptions from accepted standards and this study makes no provision for these exceptions.

Despite its shortcomings, the questionnaire method represents the most feasible means for making a study of this nature. Because of the time and money that would be involved in the interviewing of coaches throughout the state, it would seem that the questionnaire method would be the most logical procedure to follow in securing the information desired in this study. Also, administrative practices fall into the category of unrecorded essential facts which makes it impossible to secure data by consulting records.

#### Review of Similar Studies

Glenn S. Hubbard<sup>3</sup> made a detailed study of the overall physical education situation in Grand Forks public high schools. The purpose of his survey was to determine a

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<sup>3</sup>Glenn S. Hubbard, A Guide for Boy's Physical Education in the Grand Forks Public High Schools, Unpublished master's Thesis of North Dakota University.



suitable adaptation to local facilities, needs and administrative policies. Mr. Hubbard through screening existing courses of study, texts and professional writings, attempted to set up a guide for local physical education instructors whereby the maximum use and benefits might be obtained from the facilities available in Grand Forks public high schools or other schools of equally limited facilities.

Grace O. Rhonemus<sup>4</sup> surveyed sixteen fully accredited high schools in North Dakota to evaluate the physical education programs as well as the general health, recreation and safety provisions. She interviewed superintendents or principals, instructors and school board members of the schools visited. Opinions were sought on relative values of different activities and on administrative problems. A specific aim of her study was to disclose significant weaknesses that are subject to improvement.

John H. McLaughlin<sup>5</sup> submitted questionnaires to 241 fully and minor accredited high schools in North Dakota. His purposes were to determine to what extent the schools in the state are realizing the objective of pupil health through adequate health appraisal services and to provide

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<sup>4</sup>Grace O. Rhonemus, Physical Education in North Dakota High Schools, Unpublished Master's Thesis of North Dakota University.

<sup>5</sup>John H. McLaughlin, A Survey of Health Appraisal in North Dakota Fully and Minor Accredited Schools, Unpublished Master's Thesis of North Dakota University.



a basis from which to work in planning for future programs in schools of North Dakota.

Reference is made to this study because Mr. McLaughlin made a thorough investigation of the frequency and scope of examinations given to athletes in the schools surveyed. He disclosed the following findings:

1. Of 168 schools investigated 47.2 per cent or 71.6 per cent of the 113 schools requiring health examinations require examinations for athletes.
2. Of the eighty-one schools requiring examinations for athletes, 50.6 per cent give them often enough to make them effective.
3. The examination for athletes varies in scope from the examination required of all students, and appears to be more critical although less comprehensive.
4. Among those items checked most frequently by the forty-eight schools reporting, the heart, lungs, and blood pressure are inspected in the examinations of 83.3 per cent of the schools. In 64.4 per cent of the schools, the combination of heart, lungs, blood pressure, and hernia are checked.
5. In only 8.3 per cent of the forty-eight schools are the heart, lungs, blood pressure, hernia, feet, height and weight, and health history considered in the examination of athletes. This is deemed the minimum requirement for an adequate examination of athletes.
6. A large majority of schools are failing to realize the importance of health history as a factor in the examination.
7. Generally speaking, on the basis of information obtained, the majority of North Dakota fully and minor accredited schools



are failing to give adequate health examinations to athletes, especially is this true where scope of the examination is concerned.'

#### Plans of Organization in the Schools

The majority of the schools replying to the study indicated that their schools operate under the 8-4 plan of organization; 65 schools (60.7 per cent) reported operating under this plan. Quite a large number of schools, 31, or 28.9 per cent, have the 6-6 plan in operation. Table I below shows other plans of organization.

Table I

#### PLANS OF ORGANIZATION UNDER WHICH SCHOOLS OPERATE

<u>Plan of Organization</u>	<u>Number of Schools</u>	<u>Per cent</u>
8-4	65	60.7
6-6	31	28.9
6-3-3	10	9.3
6-2-4	1	.9

#### Enrollment of Boys in High Schools

Thirty schools, or 31.9 per cent answering have enrollments of from 25 to 50 boys. Twenty-six schools (27.7 per cent) have from 50 to 100 and 17 (18.1 per cent) schools replied having from 10 to 25 boys enrolled in school. This represents a total of 73 schools (77.7 per cent) reporting enrollments of from 10 to 100 boys.



Table II  
NUMBER OF HIGH SCHOOL BOYS ENROLLED

Number of boys	Number of Schools	Per cent
5-10	1	1.1
10-25	17	18.1
25-30	30	31.9
50-100	26	27.7
100-150	9	9.6
150-200	2	2.1
200-300	5	5.2
300-400	0	0.0
400-500	2	2.1
600-700	2	2.1



## CHAPTER II

### THE REQUIRED PHYSICAL EDUCATION PROGRAM

Any department that is to function adequately must have sound, well-established administrative policies, or guiding rules, as a basis on which to operate. Policies, unlike objectives, usually indicate the method of approach or means of procedure rather than the point to be gained. It is not enough to struggle along solving problems as they arise. Conditions may make it possible to go through the motions of conducting a department by this resort to lame expedients, but sound administration demands a positive, planned procedure rather than a floundering makeshift. It is essential that all staff members, as well as the director, know the policies which are to serve as guides. Staff friction often arises because there is a difference of opinion regarding authority and responsibility or concerning accepted procedure. When all persons concerned know that one way rather than another is the accepted method of procedure, conflicts between two reasonably sound courses of action will be reduced to a minimum.

It should be evident to any student of administration that local conditions will influence policies, and that under certain circumstances, administrative policies will be called for which differ materially from equally



sound policies found applicable under other conditions.

Generally, administrative problems increase as the size of the department increases; or, starting with a large department, decrease as the department decreases in size. This means fewer policies for smaller departments.

#### Grades in Which Physical Education is Required

The program of physical education should attain as nearly as possible a broad program to meet the local needs, interests, and capabilities. Such a broad program should have as one of its aims the participation in some activity of every boy in school.

Of all the coaches who sent returns, one coach indicated that physical education was not required in any of the grades in the high school in which he was located.

Table III

#### GRADES IN WHICH PHYSICAL EDUCATION IS REQUIRED

Grades	Number	Per cent
7-8-9-10-11-12	58	52.2
8-9-10-11-12	6	5
9-10-11-12	43	38.7
7-8-9-11-12	1	.9
7-8-9-10-12	1	.9
7-8-9-10-11	1	.9
Not Required	1	.9



### Teacher Load and Class Size

The general belief persists that teachers of physical education maintain a heavier load of instructional activity than academic teachers. When the number of hours devoted to extracurricular activities are included, doubtless the teacher load in physical education is excessive. If proper educational results are obtained, the teaching load of physical education instructors should approximate that of academic teachers.<sup>1</sup>

The scheduling of physical education classes usually presents difficulties because of lack of space and teaching personnel. The teaching load for any one teacher should not be more than 40 in any one period. The North Central Association recommends a pupil-teacher ratio of 25 to 1; the maximum number of classes taught daily to be five; and the total pupil-periods per day not to exceed 150. In no case should a teacher be permitted to exceed six clock hours of organized work per day. This maximum should include after-school activities, estimated on a clock-hour basis comparable to the regular school day assignments. Such activities will include team coaching, intramural sports, and playground direction.<sup>2</sup>

Table IV shows the number of days per week and the

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<sup>1</sup>Jesse Feiring Williams and Clifford Lee Brownell, The Administration of Health Education and Physical Education, p. 55.

<sup>2</sup>William LaPorte, "The Physical Education Curriculum", The University of Southern California Press, Los Angeles, 1942, p. 50.



number of physical education classes taught by each coach who cooperated in this survey.

Sound administration requires thorough consideration of the amount of work assigned to each staff member just as it does careful selection.

Extremes in teaching assignments are undesirable. It is worse administrative procedure to assign heavy loads to some staff members and only half loads to others than it is to assign too much work to all, for a general overloading may have the defense of necessity, while the partiality evident in grossly unequal assignments has no defense. An excellent, but over-worked staff, may produce only mediocre results. If physical education is worth teaching at all, it is worth teaching well.

Proper class size depends on such factors as equipment available, type of activity, degree of classification of pupils for activity, and grade level. Even though there are many modifying factors, certain general conclusions regarding class size may prove valuable. Generally a class of from thirty to forty pupils is not too large to provide an excellent teaching situation. Under favorable conditions a good teacher can produce acceptable results with classes ranging in size from fifty to sixty pupils. Favorable conditions include ample facilities and certain specific activities that lend themselves well to use by large groups. It requires a marvelous teacher



to produce even mediocre results with a class of one hundred or more. Necessity usually demands simply riding herd, instead of teaching when the group is that large.<sup>3</sup>

Table IV

DAYS PER WEEK CLASSES MEET  
AND NUMBER OF PHYSICAL EDUCATION CLASSES TAUGHT

Days per Week	Per cent	Number of P.E. Classes Taught	Per cent
1	.9	0	2.7
2	72.9	1	26.1
3	18.9	2	32.4
4	3.6	3	10.8
5	3.6	4	11.7
		5	5.4
		6	4.5

This survey reveals that 81 schools (72.9 per cent) indicated that their classes meet but two days per week. This would seem to be the general administrative policy exercised in this phase of the physical education program.

Concerning the number of physical education classes taught, 36 coaches, or 32.4 per cent, reported that they teach two classes in physical education. This number represents the greatest number of cases which would serve

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<sup>3</sup>Edward F. Voltmer and Arthur A. Esslinger, The Organization and Administration of Physical Education, p. 125.



to indicate that coaches are not necessarily overburdened in the number of physical education classes they are required to teach.

#### Size of Physical Education Classes

As was indicated in Table II the schools answering the survey have a relatively small number of boys enrolled and the problem of having to handle a large number of students in each class would in most cases not be of significance.

Table V below shows the average size of the classes in boys' physical education that are taught by coaches; 40.3 per cent revealed that the average size of their classes is from 10 to 20 students while 31.7 per cent indicated that their class size averages from 20 to 30; 20.2 per cent showed that they have from 30 to 40 students in each class; 6.7 per cent have 40 to 50 as an average; and 1.7 per cent have from 5 to 10 enrolled in their classes.

Table V  
SIZE OF PHYSICAL EDUCATION CLASSES

Average Size	Per cent
5-10	1.7
10-20	40.3
20-30	31.7
30-40	20.2
40-50	6.7



Grade Placement for the Scheduling  
of Physical Education Classes

The main objective in class assignment is to group together students in approximately the same stage of physical, mental, and social development, having similar abilities, interests, and needs.<sup>4</sup> It is poor policy to assign students to physical education classes on the basis of free time and study halls, thus using the gymnasium as a catch-all for students otherwise unoccupied. Such practice defeats the opportunity for educational progression within the class. The better policy, and one that is successfully used in many schools, is to assign students to physical education classes at the same time and in the same manner as he is assigned to his academic classes.

At the present time we are not prepared to request of the school administration that pupils within a given grade be sectioned into separate physical education classes according to any plan except, possibly, on the basis of the health examination. This statement does not condone the practice in some small high schools of sending high school boys, or girls, from all grades to a physical education class at one time. In such a situation, precisely how a teacher of physical education is to teach students in a program that leads on to richer

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<sup>4</sup>Eugene W. Nixon and Frederick W. Cozens, Introduction to Physical Education, pp. 90-91.



and broader experiences has never been answered by school administrators who permit such a practice. On the other hand, teachers who work under such a handicap are somewhat better off than the ones who are required to teach physical education to all pupils in the school, grades one to twelve, at one time, without a gymnasium or a playground.

The information received shows that in 42 schools (37.8 per cent) no attention is given to grades in the scheduling of physical education classes. In 19 schools (17.1 per cent) three consecutive grades meet as one class; in 16 schools (14.4 per cent) all six grades meet as one class and the same number and per cent have not more than two consecutive classes meeting together. Each grade constitutes a separate class in eight schools or 7.2 per cent of the cases; in nine schools (8.1 per cent) four consecutive grades meet as one class and one school has five grades meeting together.



Table VI  
GRADE PLACEMENT OF CLASSES

Plan of Placement	Number of Schools Per cent	
No attention is given to grade in scheduling	42	37.8
Each grade constitutes a separate class	8	7.2
Not more than two grades in one class	16	14.4
Three consecutive grades in one class	19	17.1
Four consecutive grades in one class	9	8.1
Five consecutive grades in one class	1	.9
Six grades meet as one class	16	14.4

No attention is given to grade placement in the scheduling of physical education classes in 42 of the schools (37.8 per cent). It would seem that the grouping of students in approximately the same stage of physical, mental, and social development, having similar abilities, interests, and needs is not one of the objectives of class assignment in a great many of the schools throughout the state. However, it is generally accepted by authorities in the field that it should be one of the main objectives.<sup>5</sup>

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<sup>5</sup>Eugene W. Nixon, op. cit., p. 90.



### Uniforms in Physical Education

Uniforms of the same design and color add greatly to the appearance of classes and may possibly contribute somewhat to good morale. The usual gym uniform consists of a T-shirt or sleeveless cotton jersey, short trunks, supporter, medium-weight wool or part-wool socks, and rubber-soled shoes. For outdoor classes a sweat shirt and possibly sweat pants may be added. In no case should students be permitted to participate in class activities in their street clothes. Cleanliness and neatness of uniforms should be stressed.

In 78 (70.2 per cent) of the schools replying to the survey, a change of clothing is required for participation in physical education activities. Twenty-nine, or 26.2 per cent, do not require a change of clothing and four (3.6 per cent) require that sometimes a change of clothing is required for taking part in physical education activities. In 94.6 per cent of the cases the students are not required to wear uniforms of the same kind and in only six schools (5.4 per cent) is it required that all uniforms be identical. Of the returns received, ninety-nine indicated how uniforms were provided and 97 schools answered that the students provide their own uniforms. This represents 97.9 per cent. Only two schools (2.1 per cent) reported that uniforms are provided by the board of education and in each of these two cases,



by free rental. The policy of requiring that students change clothing for participation in physical education classes is definitely accepted as the proper procedure. Therefore this indicates that in many of the schools surveyed a change in the administrative policy might well be made.

Although the plan of free textbooks and supplies has been accepted by most boards of education, few of them have extended this principle to the purchase of gymnasium uniforms. Even where school boards purchase athletic equipment, students in gymnasium classes are required to furnish their own uniforms. Ideally such equipment should be provided at public expense. This procedure facilitates laundering and insures a clean uniform when needed. In many public schools the board of education purchases uniforms in large quantities, selling them to the students at cost.



Table VII  
UNIFORMS FOR PHYSICAL EDUCATION

	Number of Schools	Per cent
Require a change of clothing	78	70.2
Do not require a change of clothing	29	26.2
All uniforms must be of the same kind	6	5.4
Uniforms do not have to be the same	105	94.6
Uniforms provided by students	97	97.9
Uniforms provided by board of education	2	2.1

#### Showering in Physical Education

The shower room, recognized as an important factor in well-organized programs of physical education, represents one of the numerous instances where health education and physical education are closely associated. Properly constructed and wisely administered shower rooms provide one of the best laboratories for inculcating certain health practices of personal cleanliness while youth enjoys the cleansing and invigorating properties of the bath. By unanimous agreement the shower bath after exercise constitutes an integral part of the physical education period.



Results revealed that in 92 (82.8 per cent) of the schools covered in the survey the students do have access to showers and in 19 (17.2 per cent) of the schools the students do not have access to showers. In 34.8 per cent of the schools having showers for the students, it is not required that students shower after each class in physical education.

Parental objection to showering was encountered in 21 (20.5 per cent) of the schools reporting and in 82 (79.5 per cent) no objection was indicated. In those schools in which parental objection was indicated, colds were reported as a reason for objection in every case; convalescing after illness was reported in 20 (95.5 per cent) of the schools; false modesty and indecent exposure was given as a reason in two schools (9.5 per cent) and the same number of schools reported that parents prefer that their students bathe at home.

Table VIII

## SHOWERING

	Number of Schools	Per cent
Students have access to showers	92	82.8
Students do not have access to showers	19	17.2
Parents object to showering	21	20.5
Parents do not object to showering	82	79.5



Since 19 of the schools do not have showers available for use by the students, the study reveals that there is a lack of facilities in quite a number of the schools for the proper administration of the physical education program. Also, because in 34.8 per cent of the ninety-two schools having showers it is not required that the students shower after classes, it seems that there is a poor policy being practiced in many schools pertaining to showering in physical education.

Parents' objections to their children showering in school do not appear to present a very substantial problem. Colds and convalescing from illness constitute the major reasons why objection from parents is encountered.

#### Methods of Taking Roll

There is no one method of roll-taking that is superior to all others for all occasions; instead there are several good methods commonly used. Still, some of these most generally employed have little to recommend them. Accuracy, speed, and freedom from additional expense are the three essentials of good roll-taking. Student participation and learning to know the students by name are elements of some significance but other phases of class activity contribute vastly more to these two than does roll-taking.



Table IX  
METHODS OF TAKING ROLL

Method	Number of Schools	Per cent
By name	78	70.3
By number	15	13.5
Squad System	12	10.8
No system	6	5.4

It was found that in 70.3 per cent of the schools surveyed the system of calling roll by name is used.

It is the opinion of most experts on administrative practices that the system of taking roll by name throughout the term is a very poor method except in those cases where the instructor can take roll while the class is warming up. It takes too much time and is not outstandingly accurate. However, it does aid in associating faces with names, provides for some student participation, and involves no extra cost. As a means of learning to pronounce the names and of becoming partially acquainted with the students, it serves a useful purpose for the first few meetings of the class each term. After that, it should be replaced by some more rapid method.



### Grading

Physical education is educational and its standing can be established and maintained more adequately by offering the same academic rewards as are offered in other departments for the same excellence of achievement. There will be more incentive to achieve if rewards are commensurate with achievement than if the students who really work get the same meaningless "Cr." as other students who merely put in an appearance. Grading will make for a better teaching situation and provide a means of interesting better-qualified personnel. As the instructors and students improve, the program will appeal more to the taxpayers and they will be more willing to support it. By giving grades, a department of physical education puts itself in a position to offer better service.

Table X  
SYSTEM OF RECORDING GRADES

System	Number of Schools	Per cent
Same as in other subjects	22	19.8
Use of letters	27	24.4
Use of numbers	6	5.4
Use of satisfactory and unsatisfactory	36	32.4
No grades given	4	3.6
Same as in other subjects (Use of letters)	16	14.4



The actual grade given to a class member should be awarded on an educational basis; that is, the student who most nearly attains the student attainment objectives should be given the best grade. These objectives can be grouped conveniently under the three major aspects of education, and hence of physical education--the mental, the social, and the physical. Since physical education is education by means of or predominantly through the physical, rather than the education of the physical, grades given should not be based on physical skills and abilities alone but on the other two major aspects of education as well. The basis upon which grades are awarded reflect the instructor's real objectives of physical education for class work. If one grades largely on behavior, there is little use in denying that the attainment of discipline is the major objective; if one grades largely on strength, then the attainment of strength is the major objective; if one grades largely on skills, then the major objective is the development of skills; if one grades largely on knowledge of rules and techniques, then the attainment of this knowledge is the major objective; but, if one grades on the various social, mental, and physical aspects combined, then one is pursuing well-rounded objectives of physical education.



Table XI  
SYSTEM USED IN DETERMINING GRADES

System	Number of Schools	Per cent
Objective judgment only	16	15.5
Subjective judgment only	15	14.6
Combination of objective and subjective judgment	72	69.9

Each aspect of the instructor's daily estimate is very important. It is to a certain extent subjective, but so is every other test. Many studies have been made which show that there is little uniformity in marks given by competent teachers on written examinations in the academic school subjects. If possible, measure objectively, but in the event that this is not possible, accept the fact that many subjective measures are strikingly correct and use them.<sup>6</sup>

A majority of the schools, seventy-two (69.9 per cent), use a combination of objective and subjective judgment in determining grades; sixteen (15.5 per cent) use objective judgment only; and fifteen (14.6 per cent) of the physical education instructors use subjective judgment only. The system of using a combination of objective

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<sup>6</sup>Edward F. Voltmer and Arthur Esslinger, op. cit. p. 295.



and subjective judgment in determining grades in physical education is generally accepted as being the most desirable.

Excusing Varsity Athletes from the Regular  
Physical Education Program

Excusing team members from physical education classes poses a problem. To be physically educated, the boy or girl must have developed skill not only in athletic events but also in rhythmic and self-testing activities and in such individual forms of sport as tennis, volleyball, swimming, and golf, which may be used for leisure pursuits. In brief, the student should not be excused from physical education classes unless he has attained a suitable proficiency in the wide range of activities offered in the total program. Success in one or two athletic events sufficient for membership on a school team is no justification in itself for releasing the athlete from instructional physical education. At best, he may be excused during the season in which the event is scheduled.

Table XII

EXCUSING VARSITY ATHLETES FROM THE  
PHYSICAL EDUCATION PROGRAM

<u>When Excused</u>	<u>Number of Schools</u>	<u>Per cent</u>
Excused only while they are out for a varsity sport	76	96.2
Excused for the school year	2	2.5
Excused on the day of a game only	1	2.3



As Table XII reveals, the policy of excusing varsity athletes from the regular physical education program only during the time that they are out for a varsity sport is predominately the procedure adhered to. This is generally accepted as being an educationally sound policy provided athletes have attained a suitable proficiency in the wide range of activities offered in the total program. The excusing of varsity athletes for the entire school year as was indicated in two schools would not seem to be justifiable in providing the students with a well-rounded background of skill in rhythmic, self-testing activities and individual forms of sport.

#### The Physical Education Budget

The foundation of an efficient administrative organization compromises the plans for budgeting and financing the project, or phrased somewhat colloquially, the funds to build the organization and to insure its continued operation. If a scale could be devised to rate administrators in physical education on the basis of their interest in matters pertaining to finance, certain principles would at once become apparent. At one extreme would appear those who concern themselves primarily with improved methods of departmental organization without regard to the cost involved. At the other extreme are the executives who devote a disproportionate share of their



time and energy to monetary problems. On the one hand, matters of finance belong to someone else--the principal, business manager, or superintendent; this is especially true in small communities. On the other hand, affairs of budget and finance are such tangible factors as to command the major interest of the administrator; this condition often prevails in a large department where the pressure of detail overshadows the primary function of the school--to educate children. Doubtless a middle ground is essential for effective administration with a program developed to meet local requirements, and a budget planned with meticulous care to consider both community and child needs.

The study shows that 94 (87.8 per cent) of the schools reporting do not have a separate budget for the physical education program and 13 (12.2 per cent) have a separate budget.

Table XIII  
THE BUDGET

	Number of Schools	Per cent
Separate budget does not exist	94	87.8
Separate budget does exist	13	12.2

Except for gifts made to support worthwhile activities for which public funds have not been apportioned, the



method of obtaining revenue for the operation and maintenance of public schools is through taxation. The manner in which local taxes are levied and bond issues circulated is definitely fixed by legal enactment. In addition to sums obtained from local taxation, state aid is often available. State aid is determined basically by the ability of the municipality to pay its own educational bills in keeping with certain minimum standards required by the commonwealth.

Mounting school costs, as well as increased budgets for other municipal and state affairs, result in a constant search for new and improved means of financing education.

By consulting Table XIV it may be seen that 58 schools (60.4 per cent) reported that the physical education budget does not come entirely from tax funds. In 38 schools (39.6 per cent) the budget comes from tax funds exclusively.

Table XIV

THE DEGREE TO WHICH TAX FUNDS ARE USED IN CONSTRUCTING  
THE PHYSICAL EDUCATION BUDGET

	Number of Schools	Per cent
Does not come entirely from tax funds	58	60.4
Comes exclusively from tax funds	38	39.6



The study reveals that finances from a variety of sources are used in the construction of the physical education budget. Of the many sources from which financial aid is received for use in the physical education program 43.1 per cent of the schools showed that gate receipts provided aid and 27.6 per cent of the schools used income from carnivals to help finance the physical education program. Table XV lists other sources but one can readily see that gate receipts and receipts from school carnivals are used in the majority of schools reporting.

Table XV  
SOURCES OF INCOME FOR FINANCING THE PROGRAM

Sources	Number of Schools	Per cent
Gate receipts	25	43.1
School Carnivals	16	27.6
School programs	5	8.7
Student activity fund	5	8.7
Student council activities	2	3.4
Physical education dues	1	1.7
Church	1	1.7
Federal government	1	1.7
Movies	1	1.7
Physical education exhibits	1	1.7



The first essential in the efficient financial management of any enterprise is to plan carefully in advance the income and the expenditures for a fiscal period. This process is essentially what is known as budget-making. A budget is merely the complete financial plan which is based upon the estimated expenditures to be made and the income to be expected. Budget-making naturally originated in connection with industrial and governmental enterprises. The practice was found desirable and has since extended to most business enterprises and public service organizations including the schools.

As far as the required physical education and intramural departments are concerned, a budget might not be essential in some cases but with the inclusion of interschool athletics in the physical education program, the budget becomes absolutely necessary if the department is to be conducted on a sound business basis. Physical education depends to a large extent upon gate receipts as was revealed in Table XV and unless the funds are handled intelligently, the operations of the entire department will be curtailed. Business enterprises have found budgets indispensable, and physical education, properly administered, will find them equally indispensable.

Every school presents an individual problem, but



there are some fundamental principles which should be observed by the person, or persons, who constructs a budget.

Physical education budgets are customarily made out shortly after the beginning of the second semester. They are usually made every year but many state schools prepare them for two-year periods. The steps in constructing a budget as presented by Moore<sup>7</sup> are these:

- '1. Collecting the necessary information.
2. Classifying the information.
3. Drafting the information.
4. Presenting and adopting the budget.
5. Administering the budget.'

The superintendent constructs the physical education budget in the greatest majority of the schools covered in the survey. Of those schools answering, sixty (65.8 per cent) replied that the superintendent constructs the budget for physical education. This was found to be true in a great number of the smaller high schools throughout North Dakota. One might conclude from the results shown that the superintendent assumes in a great number of schools the responsibility of deciding of what the physical education budget shall consist and the coach or physical education instructor is not given much authority in this matter.

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<sup>7</sup>L. H. Moore, The School Budget, Unpublished Master's Thesis, University of Texas.



Table XVI

## CONSTRUCTION OF THE PHYSICAL EDUCATION BUDGET

Person Who Constructs Budget	Number of Schools	Per cent
Superintendent alone	60	65.8
Superintendent and coach combined	9	9.9
Principal and coach combined	5	5.5
Superintendent and physical education director combined	2	2.2
President	1	1.2
Director of physical education	7	7.7
Coach	5	5.5
Principal	2	2.2

Balances in the physical education budget in fifty (61.7 per cent) of the schools replying are carried over into the budget for the following school year; twenty-seven (33.3 per cent) schools use balances in the physical education budget for other school activities.

Table XVII

## DISPOSITION OF BALANCES IN THE BUDGET

Disposition	Number of Schools	Per cent
Carried over into next year's budget	50	61.7
Used for other school activities	27	33.3



The Purchase of Equipment for the Physical Education Program

Efficiency in the purchase of supplies and equipment involves a careful study of community and school needs, existing prices, the quality of workmanship, and satisfactory materials. Formerly the director controlled the purchasing for his department, and this plan still persists in numerous cities in spite of the fact that such antiquated practices have been abolished in other administrative matters. Indeed, years after teachers ceased to act as vendors of pencils and paper, one often finds the physical educator peddling sneakers, towels, and soap. Teachers of physical education should be taken out of the merchandising business.<sup>8</sup>

The purchase of all school materials through one central office, presided over by a person known as the business manager or purchasing agent, is both economical and effective. It is his duty to keep on hand adequate records relating to standardized materials, requisition blanks, and a card index of supply houses. Purchasing is greatly facilitated if adequate records are kept. He checks the receipt of materials with respect to quantity and quality, distributes them to their proper destination and insures prompt payment on contracts made. The business manager or purchasing agent is guided in

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<sup>8</sup>Jesse Williams and Clifford Brownell, op. cit., p. 69.



the selection of goods by the departmental director who recommends the amount and quality of equipment needed, but the actual buying of all school supplies is best confined to a single office.

The greatest need for wise buying is in the small schools. Peculiarly enough, most of the poor purchasing occurs in the institutions which can least afford it. Service is the major factor to be considered in the small schools because the equipment must be used year after year. Fancy, high-priced merchandise is impracticable for the small institutions. The small high schools cannot expect to equip their teams with the same grades of materials that the universities use but the manufacturers have supplied strong, serviceable equipment which is well-suited to their needs.

Voltmer and Esslinger<sup>9</sup> maintain that while each school presents separate problems, there are certain fundamental principles of buying which will operate successfully in most situations. Some purchasing policies that they set forth are as follows:

- '1. Buy standardized equipment
2. Buy quality merchandise
3. Equipment should be bought early
4. Buy within range of ability to pay
5. Purchase from reputable concerns
6. Take advantage of legitimate discounts

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<sup>9</sup>Edward F. Voltmer and Arthur A. Esslinger, op. cit., pp. 329-332.



Equipment for the physical education program was purchased from large sporting goods companies in sixty (56.6 per cent) of the schools replying to the survey; thirty-one schools (29.9 per cent) buy from local stores; and in thirteen schools (12.3 per cent) equipment is purchased from local stores that are considered large sporting companies. Government warehouses supply equipment for the physical education program in two (1.9 per cent) of the schools covered by the study.

Table XVIII  
SOURCES FOR PURCHASE OF EQUIPMENT

Sources	Number of Schools	Per cent
Large sporting goods stores	60	56.6
Local sporting goods stores	31	29.2
Large companies located in local area	13	12.3
Government warehouses	2	1.9

The purchasing of equipment in thirty-one (30.5 per cent) of the schools is done by the superintendent; in twenty-one (26.6 per cent) schools the superintendent and coach purchase equipment for the physical education department. Table XIX shows a number of individuals who are responsible for purchasing equipment but the



superintendent alone or coach and superintendent assume this responsibility in most schools covered by the survey.

Table XIX  
PERSON WHO PURCHASES EQUIPMENT

Purchaser	Number of Schools	Per cent
Superintendent	31	30.5
Superintendent and coach combined	27	26.6
Coach	18	17.6
Director	9	8.8
Superintendent and director combined	8	7.8
Principal and coach combined	6	5.8
Principal	3	2.9

In determining what equipment shall be purchased, thirty (29.3 per cent) schools indicated that the coach takes care of this phase of the program. The superintendent alone in twenty-four (23.5 per cent) of the schools determines what is to be purchased in regard to equipment, and a like number of schools replied that the superintendent and coach together decided on what is to be purchased.

There are but a few high schools in the state that have a director of physical education, and therefore,



some other individual in the school assumes the responsibility of handling equipment purchasing, etc., for physical education. The survey shows that the coach does not assume the responsibility of handling the duties of a director of physical education although he may supposedly be the director as well as the coach. Table XX shows further evidence of this being true.

Table XX

## PERSON DETERMINING WHAT EQUIPMENT SHALL BE PURCHASED

Determines what to purchase	Number of Schools	Per cent
Coach	30	29.3
Superintendent and coach combined	24	23.5
Superintendent	24	23.5
Director	10	9.9
Superintendent and director combined	8	7.8
Principal and coach combined	4	4.0
Principal	2	2.0

Table XXI lists a number of sources, as indicated by the schools answering to the survey, for producing finances for the purchase of equipment. The athletic fund in thirty-six (34.9 per cent) of the schools provides the money needed and this constitutes the main



source upon which the physical education program depends for funds to purchase equipment. Next most frequently listed were gate receipts and taxes; fourteen (13.6 per cent) schools in each case named these as sources for the purchase of equipment.

Table XXI

## SOURCES PROVIDING FUNDS FOR THE PURCHASE OF EQUIPMENT

Sources	Number of Schools	Per cent
Athletic fund	36	34.9
Gate receipts	14	13.6
Taxes	14	13.6
Board of Education	10	9.8
Carnival	10	9.8
School budget	9	8.8
Student council	3	2.9
Student athletic fund	2	1.9
Physical education dept.	2	1.9
Federal government	1	.9
Plays	1	.9



### Courses of Study in Physical Education

A course of study in physical education may be described as including criteria for selecting pupil activities, the activities selected for attaining pupil objectives, materials helpful in such attainment, and evaluation of outcomes. Consideration also is given to areas of integration with other related subjects or fields.

According to the expert opinion, a course of study is not too prescribed and limited.<sup>10</sup> The trend is away from a course of study being restricted to physical education alone for a given school level and toward an emphasis upon expansion in kinds of pupil participation. The term "pupil activities" includes helping select activities, setting up objectives, participating in such a way as to attain the objectives selected, and evaluating the results. The concept of the course of study in physical education is also broader today because, first, it provides for integration with other areas of the school program, and, second, it is beginning to mean the entire program of physical education from the kindergarten through the senior high school. There does not seem to be unanimous agreement on all these points among writers of texts on the curriculum, but this should not be confusing because there is lack of

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<sup>10</sup>Hollis Caswell and Doak Campbell, Curriculum Development, pp. 448-455.



agreement among these writers even as to the meaning of the words "curriculum" and "course of study".

In order that the child shall have an opportunity to experience wide variety, a course of study must be made out. Haphazard attack on a wide variety of activities would stress some and neglect others. Hence, we see the need of a course of study and a graded curriculum. All types of activity are therefore assured of being utilized. It must be kept in mind that much of the child's vigorous activity is done outside of school-time; and greatest profit will result from physical education if it takes advantage of this extra time by class activity which tends to continue outside school.<sup>11</sup>

The study shows that in only thirteen (12.3 per cent) schools reporting a written local course of study is made out; in ninety-three schools (87.7 per cent) no course of study is made out whatsoever.

Table XXII

LOCAL COURSES OF STUDY IN PHYSICAL EDUCATION PROGRAMS

	Number of Schools	Per cent
Do not have a local course of study	93	87.7
Have a local course of study	13	12.3

<sup>11</sup>Elwood C. Davis and John D. Lawther, Successful Teaching In Physical Education, p. 317.



In eight of the thirteen schools that do have local courses of study, the physical education instructor constructs the course of study; and in five of the schools, the director of physical education constructs the course of study.



### Summary

Chapter II shows the following results:

1. Sixty-five schools, or 60.7 per cent operate under the 8-4 plan of organization and thirty-one schools (28.9 per cent) operate under the 6-6 plan; ten schools use the 6-3-3 plan of organization and just one school uses the 6-2-4.

2. Fifty-eight schools reported that physical education is required from grade seven through twelve; this represents 52.2 per cent. Forty-three schools indicated that physical education is required in grades nine through twelve inclusive and this represents 38.7 per cent of the total.

3. Eighty-one schools (72.9 per cent) indicated that their classes meet but two days per week. This seems to be the general administrative policy exercised in this phase of the program. The majority of the coaches reported that they teach just two classes in physical education; thirty-six (32.4 per cent) indicated this.

4. Forty-two schools, or 37.8 per cent, pay no attention to grades in the scheduling of physical education classes. In nineteen schools (17.1 per cent), three consecutive grades meet as one class; in sixteen schools (14.4 per cent), all six grades meet as one class, and the same number and per cent have not more than two consecutive classes meeting together.



5. Seventy-eight schools (70.2 per cent) replied that a change of clothing is required for participation in physical education activities; twenty-nine, or 26.6 per cent, do not require a change of clothing. In only two (2.1 per cent) schools the board of education provides uniforms for the students.

6. Ninety-two schools covered in the study reported that students have access to showers. This is 82.8 per cent of the total. Nineteen (17.2 per cent) schools do not have showering facilities for students. In 34.8 per cent of the schools having showers for the students, it is not required that students shower after physical education classes. Parental objection to showering was reported in twenty-one schools (20.5 per cent) having showering facilities.

7. Seventy-eight schools (70.3 per cent) surveyed reported using the system of calling roll by name.

8. Thirty-six schools, or 32.4 per cent, use the system of satisfactory and unsatisfactory in recording grades. Twenty-two (19.8 per cent) use the same system in recording grades in physical education that is used in other subjects. Letters are used in twenty-seven (24.4 per cent) of the schools.

9. Seventy-two schools, which represents 69.9 per cent, use a combination of objective and subjective judgment in determining grades. Sixteen (15.5 per cent)



use objective judgment only and fifteen (14.6 per cent) use subjective judgment only.

10. Seventy-six schools (96.2 per cent) excuse varsity athletes from physical education classes only while they are out for a varsity sport; two schools (2.5 per cent) excuse varsity athletes for the school year.

11. Ninety-four (87.8 per cent) of the schools do not have a separate budget for the physical education program and thirteen (12.2 per cent) have a separate physical education budget.

12. Fifty-eight schools, or 60.4 per cent, reported that the physical education budget does not come entirely from tax funds. In thirty-eight schools, or 39.6 per cent, the budget comes entirely from tax funds.

13. Twenty-five schools (43.1 per cent) depend on gate receipts to finance the physical education program. Twenty-seven per cent use income from school carnivals to finance the physical education program.

14. Sixty schools (65.8 per cent) reported that the superintendent constructs the physical education budget. Little authority is given to the coach or director in this matter.

15. Fifty schools, or 61.7 per cent, replied that balances in the budget are carried over into next year's budget. In twenty-seven schools (33.3 per cent)



balances are used to promote other school activities.

16. Sixty schools (56.6 per cent) reported purchasing equipment from large sporting goods stores and thirty-one schools (29.2 per cent) purchase physical education equipment from local sporting goods stores.

17. Thirty schools indicated that the coach determines what equipment shall be purchased. This is 29.3 per cent of the total; twenty-four (23.5 per cent) named the superintendent as the individual who determines what shall be purchased and the same number and per cent replied that the superintendent and coach together decide on what is to be purchased.

18. Thirty-one, or 30.5 per cent, of the schools claimed the superintendent as the person who purchases physical education equipment. In twenty-seven schools, which represents 26.6 per cent of the total answering, the superintendent and coach together purchase the equipment.

19. Thirty-six schools (34.9 per cent) use athletic funds for purchasing physical education equipment. Fourteen schools, or 13.6 per cent, named either gate receipts or taxes as sources to provide funds for equipment purchases.

20. Ninety-three schools (87.7 per cent) answering to the survey do not have a local course of study for physical education and only thirteen (12.3 per cent) have a local course of study.



## CHAPTER III

## THE INTERSCHOLASTIC PROGRAM

A well-known leader in the field of physical education, Jesse Feiring Williams, evaluates athletics in these words: "Of all the activities of the school curriculum, none is as rich with educational outcomes as the play, games, sports, and athletics of physical education."<sup>1</sup>

Physical development for adults has probably been greatly over-emphasized by commercial and semi-commercial organizations. A glance through any of the cheaper magazines will reveal advertisements depicting the "results" of certain schools and systems illustrated always by photographs of marvelous specimens of physical manhood. Of course all of the specimens received from nature far more than they ever developed themselves. All human beings need exercise but few need as much as physical culture enthusiasts would have us believe. What the average person needs is maintenance, not development, and physical recreation supplies this.

The growing student, however, needs a vigorous developmental program, and football, basketball, baseball, and similar types of activity provide the settings

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<sup>1</sup>J. F. Williams and W. L. Hughes, Athletics in Education, p. 36.



for this. Efficiency demands too, that he have good health and high general physical tone. It was probably by no mere chance that the Committee on the Reorganization of Secondary Education named health as its first cardinal principle.

Other values of athletics are to be found in the mental and social training they afford. The student learns by playing with a team that he is only a part of that team; he learns to subordinate himself for the good of the group. This teaches him cooperation. Healthy competition for places on the team helps to draw out best efforts. Frequently the slow student is "pepped" up when he finds out that he must think accurately and quickly, and the "hot-headed" one soon discovers that "losing one's head" in a game does not pay. Of course, the eligibility requirements help to motivate school-work. The student learns both to lead and to follow. Because there are many varied responsibilities in connection with promoting, advertising, staging, and playing a game, there are many correlative opportunities in which the student may explore his interests and capacities and further develop them.

Good sportsmanship is an important social quality that may be developed through competitive activity. It must never be thought that good sportsmanship is a



sissified, wishy-washy thing that decreases players' effort. In no way does it mean that a player will not take legitimate advantage of his opponents' mistakes. He would not be exhibiting this quality if he did not play hard to win, especially in the face of stiff competition. He will play hard, but he will play fair; he will follow the rules. He will attempt to achieve the qualities designated by Oliver Wendell Holmes, "To brag a little--to show up well, to crow gently if in luck--to pay up, to own up, and to shut up if beaten, are the virtues of a sporting man".<sup>2</sup>

Athletics offer many valuable educational opportunities but these must be capitalized to be of benefit. The coach who sits on the sidelines and tells his players which plays to use, or who in other ways directs the game from the bench, is not teaching the players to think for themselves; rather, he is robbing them of educational opportunities. This is one main difference between amateur and professional athletics. The professional manager thinks for his men because the game just must be won; it is not being played for the education of the players. Happily now such coaching is illegal in nearly all secondary inter-scholastic athletic relationships.

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<sup>2</sup>Harry C. McKown, Extra-Curricular Activities, p. 290.



In the same way the other opportunities for teaching cooperation, self-control, leadership, followership, and sportsmanlike conduct are worse than useless if they are not capitalized; the player will react in some way or other and, unless guided, his reactions will, in all probability, not be particularly beneficial in developing desirable mental, social, and emotional behavior.

#### Competition in Inter-scholastic Athletics

There are many more boys today who are given the advantages of inter-scholastic athletics than ever before. For years football, baseball, basketball and track practically were the only sports in which inter-school competition was provided in most schools. In the decade of the thirties, there was a trend to schedule competition in many more sports. World War II has greatly accentuated this trend. Today, many high schools include in their inter-school program the following sports: Tennis, golf, swimming, cross-country, wrestling, boxing, gymnastics, and ice hockey. Morland's study of the states which declared state championships in various sports in 1947 reveals how sports programs have expanded in high schools.<sup>3</sup>

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<sup>3</sup>Richard Morland, "Trends in the Policies of State High School Athletic Associations of the United States", Master's Thesis, Springfield College, 1947, pp. 85-86.



Table XXIII

## SPORTS INCLUDED IN THE INTERSCHOLASTIC PROGRAMS

Sport	Number of Schools	Per cent
Basketball	109	98.2
Football	75	67.6
Track	63	56.8
Baseball	63	56.8
Hockey	3	2.7
Volleyball	1	.9
Swimming	1	.9
Golf	1	.9
Tennis	1	.9

Visionary leaders in physical education prophesy inter-school competition in badminton, bowling, volleyball, table tennis, speedball, softball, archery, and other activities which are prominent in physical education class work and intramural programs.

Table XXIII shows that not much has been done in North Dakota toward expanding the inter-scholastic program to include a variety of sports. Many values have been proclaimed for athletics and if these claims are true, then as many students as possible should be provided with the opportunities to acquire them. The trend is unmistakably in this direction.



All of the schools reporting participation in basketball, football, track and baseball indicated having "A" squads in each sport. The schools reported "B" squads in basketball in eighty-six of the 109 schools having varsity basketball, or 78.9 per cent. Thirty-four, or 31.2 per cent of the total, reported "C" squads in basketball. A far lesser number of schools reported "B" squads or "C" squads in football, basketball, and track. This shows evidence of much more emphasis being placed on basketball than on other sports in North Dakota high schools.

Table XXIV

DEGREE OF PARTICIPATION IN  
"A", "B", AND "C" SQUADS

Sport	A squad	Per cent	B squad	Per cent	C squad	Per cent
Basketball	109	100	86	78.9	34	31.2
Football	75	100	14	18.7	2	2.7
Track	63	100	2	3.2	0	0.0
Baseball	63	100	2	3.2	0	0.0



### Eligibility of Freshmen

Practically all state high school leagues have regulations which allow participation by students in sports for four seasons in grades nine to twelve, inclusive. In virtually all states, post-graduate students are barred from membership on regular high school teams. Several states are giving consideration to lower limits for competition in various activities. In New York a boy must be fourteen years old before he may compete in any inter-school athletic competition. In Michigan a boy must be fifteen before he may compete in cross-country or in any track even of 440 yards or more. Emphasis is being placed on minimum age restrictions that will protect contestants, as well as on regulations that should result in greater equality in competition.<sup>4</sup>

The study reveals that freshmen are eligible for competition in a great number of the schools covered by the survey. The fact that many schools in the state have small enrollments might explain why this is true.

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<sup>4</sup>Charles E. Forsythe, The Administration of High School Athletics, pp. 56-57.



Table XXV  
ELIGIBILITY OF FRESHMEN

Sport	Number of Schools Competing	Freshmen Eligible	Per cent
Basketball	109	97	89
Football	75	66	88
Track	63	55	87.3
Baseball	63	55	87.3

Post Season Games in Inter-scholastic Athletics

The length of athletic schedules should be definitely limited. Boys participating in inter-school athletics are under great mental and physical strain. This is not bad in itself; it is a test of the boys' stamina and moral fiber; it is a part of the man-building process which we want. The objection arises, however, when this strain is too long continued. For that reason, boys should not be allowed to play excessively long schedules.

In abolishing post-season games, championships outside of the regular league would be done away with. Sectional, or state, championships provide an incentive for competition, unify team efforts, and stimulate a particular type of school loyalty. On the other hand, they keep the boys under pressure for a long period of time, and they deprive the majority of students of the



attention of the coach for the duration of the play-off. There is also a tendency for the major aims of physical education to be subordinated to the winning of games, thus undermining the entire program for some time after the season has ended. If the objectives of athletics are to be realized, limited schedules must be insisted upon.

Table XXVI shows that a small per cent of the schools replying to the survey listed that post season games are held in inter-scholastic athletics.

Table XXVI  
POST SEASON GAMES

Sport	Number of Schools	Per cent
Basketball	13	11.9
Football	7	9.3
Track	3	4.8
Baseball	9	12.7



### Admission Prices to Athletic Contests

Admission prices to athletic contests should be kept at a minimum as far as high school students are concerned. They should be the first ones to have the opportunity to see their teams in action. Sometimes it is necessary to limit attendance at indoor contests because of limited seating capacity. In this case take care of students first, and make the admission charges as low as possible, consistent with assurance of reasonably sufficient funds to finance the program. Educationally, it is much more justifiable to fill gymnasiums and playing-field accommodations with students than with adults. Such a policy emphasizes to the public the real individuals for whom the program is maintained. In some instances, also, such a policy has been instrumental in awakening school patrons to the need for additional school facilities.

The sale of season athletic tickets to students and adults is a recommended procedure. Two types of season tickets are recommended; the booklet form and that which has a detachable part to be removed when the ticket holder enters the gymnasium or field.<sup>5</sup>

Student admission prices seem to be held at a minimum throughout the greater number of schools reporting and public admission prices also appear to be kept pretty

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<sup>5</sup>Charles E. Forsythe, op. cit., p. 239.



well at a minimum. Student admission prices range from twenty cents to thirty cents in the majority of the schools covered by this survey and adult prices in most schools range from forty cents to fifty cents.

Table XXVII

## STUDENT AND PUBLIC ADMISSION PRICES

Sport	Student prices in cents				Public prices in cents			
	10-20	20-30	30-40	40-50	30-40	40-50	50-60	60-70
Basketball	7	61	12	2	20	65	8	11
Per cent	6.4	56	11	1.8	18.3	59.5	7.3	10.1
Football	6	50	8	2	8	44	7	11
Per cent	8	66.7	10.7	2.7	10.7	58.7	9.3	14.7
Track	0	1	0	0	0	1	0	0
Per cent	0	1.6	0	0	0	1.6	0	0
Baseball	5	31	0	0	10	20	1	0
Per cent	7.9	48.2	0	0	15.9	31.7	1.6	0

Number of Seasonal Contests

Annually more states are limiting the number of regular season contests that schools may schedule. This policy has been inaugurated because local pressure in some communities has resulted in scheduling games not desired by school authorities. The first and last dates during the season on which games may be played are being established in more states each year. Definite stands are being taken regarding post-season, all-star, and out-of-season games, as well as non-school or non-athletic association sponsored games with which high school students



recent high school graduates, or school coaching staff personnel are connected.<sup>6</sup>

Although the trend is toward shortening the number of games played during a season, the study shows that in the schools responding to the survey this trend has not been effected. This is found to be true especially in basketball since fifty-one (45.5 per cent) schools reported that from twenty to thirty games are played during a season.

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<sup>6</sup>Ibid, p. 408



Table XXVIII  
NUMBER OF GAMES PLAYED DURING THE SEASON

Sport	Number of Schools	Number of Games				
		1-5	5-10	10-15	15-20	20-30
Basketball						
A squad	104	0	0	2	51	51
Per cent		0	0	2	49	49
B squad	83	0	28	32	17	6
Per cent		0	33.7	38.5	20.5	7.3
C squad	32	4	16	9	3	0
Per cent		12.5	50	28.2	9.3	0
Football						
A squad	70	17	53	0	0	0
Per cent		24.3	75.7	0	0	0
B squad	14	11	3	0	0	0
Per cent		78.6	21.4	0	0	0
C squad	2	2	0	0	0	0
Per cent		100	0	0	0	0
Track						
A squad	55	54	1	0	0	0
Per cent		98.2	1.8	0	0	0
B squad	2	2	0	0	0	0
Per cent		100	0	0	0	0
C squad	0	0	0	0	0	0
Per cent		0	0	0	0	0
Baseball						
A squad	52	31	17	4	0	0
Per cent		59.6	32.7	7.7	0	0
B squad	2	2	0	0	0	0
Per cent		100	0	0	0	0
C squad	0	0	0	0	0	0
Per cent		0	0	0	0	0



### Scheduling Games

It is common practice for the coach or athletic director to schedule games. Schedules usually should be made at least a year in advance. In some sports in which yearly home and home games are played, two years will be involved. In general, games should be arranged as nearly as possible so that home contests alternate each week with those away from home. Likewise, they should be arranged so that they do not interfere with school time. The North Central Association of Secondary Schools and Colleges recommends that no high school athletic contest be scheduled for an evening preceding a school day.<sup>7</sup> Leagues, conferences, or local athletic associations can aid schools in establishing regular schedules and deciding on days of the week on which games will or will not be played.

The coach in seventy-seven (69.4 per cent) schools reporting schedules games. As indicated previously, this is the common procedure in most schools.

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<sup>7</sup>Charles E. Forsythe, op. cit., p. 204.



Table XXIX

## OFFICIAL OR FACULTY MEMBER WHO SCHEDULES GAMES

Individual Scheduling Games	Number of Schools	Per cent
Coach	77	69.4
Superintendent and coach combined	15	13.5
Principal and coach combined	8	7.2
Superintendent	7	6.3
Principal	2	1.8
Director of physical education	2	1.8

It is at the administrative level that the majority of decisions affecting inter-scholastic athletics are made. "The measure of success of athletics in our schools today is dependent upon the plans for handling them and the interest and integrity of the schoolmen responsible for the program."<sup>8</sup> Powers may be delegated to coaches such as making arrangements for schedules, but this always should be done subject to the final approval of the local school athletic council or some administrative official. Generally, it should not be the final responsibility of any one individual.

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<sup>8</sup>Ibid, p. 144.



Table XXX  
REVIEWING ATHLETIC SCHEDULES

	Number of Schools	Per cent
Schedules are subject to review	75	74.5
Schedules are not subject to review	26	25.5
Person or persons who review schedules		
Superintendent	58	77.3
Principal	8	10.7
Coach	5	6.7
Superintendent and Principal	3	4.0
Athletic Board of Control	1	1.3

Table XXX shows that in 25.5 per cent of the schools reporting, schedules are not reviewed and this is supposedly a poor policy because it places the responsibility on the one individual who draws up the schedule.



### Contracts for Games

Proceeding in a business-like manner, contracts should be signed by the proper representatives of opposing schools for each inter-school contest. State high school athletic associations require the use of contracts among member schools, providing forms for this purpose. Verbal agreements often lead to misunderstanding distrust, and open controversy detrimental to athletic sport.<sup>9</sup>

Following are a few typical provisions of state association by-laws regarding contest contracts:

1. "All contracts shall be in writing and drawn up in accordance with the official contract form. Disputes arising from verbal agreements on contracts will not be considered by the Association."<sup>10</sup>
2. "Official contracts furnished by the Board of Control must be used for all contests between schools. Any school violating the contract may be suspended from membership for one year. No school suspended shall be reinstated until the superintendent shall make personal application to the Board of Control."<sup>11</sup>
3. "The final management of all inter-scholastic athletics shall be in the hands of some member or members of the faculty, who shall sign all contracts."<sup>12</sup>

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<sup>9</sup>Jesse Feiring Williams and Clifford Lee Brownell, The Administration of Health Education and Physical Education, p. 227.

<sup>10</sup>Pennsylvania Inter-scholastic Athletic Association, 1946 Constitution and By-laws, p. 26.

<sup>11</sup>Iowa High School Athletic Association, Constitution, 1935, p. 15.

<sup>12</sup>Michigan High School Athletic Association, 1947-48 Handbook, p. 39.



Results of the study show that contracts in ninety-one schools (85 per cent) reporting are drawn up for athletic contests; thirteen (12.1 per cent) schools replied that contracts are not made while three schools reported drawing up contracts sometimes.

The coach is the individual assigned the responsibility of drawing up contracts in forty-two (46.2 per cent) of the schools replying. Table XXXI shows other persons performing this duty.

Table XXXI

DRAWING UP CONTRACTS FOR ATHLETIC CONTESTS

	Number of Schools	Per cent
Contracts are drawn up	91	85.0
Contracts are not drawn up	13	12.1
Contracts drawn up sometimes	3	2.9
Person or persons drawing up contracts:		
Coach	42	46.2
Superintendent	24	26.4
Principal	10	10.9
Principal and coach combined	8	8.8
Superintendent and coach combined	5	5.5
Director of physical education	2	2.2



### Hiring Officials

"Competent officials are as essential to the success of an athletic program as qualified coaches. During the actual contest the official enjoys a most strategic position for instilling sound principles of social education of value to participants and spectators. No person is qualified to officiate at inter-school contests who lacks ideals of good sportsmanship, who is not familiar with the rules of the game, or who is hesitant about calling the plays as he honestly sees them."<sup>13</sup>

Athletic officials for home games for the following year should be engaged as soon as possible. There always are many officials, but sometimes there are not enough good ones. "As far as possible, officials should be secured from six months to a year in advance of the games in which they are to work."<sup>14</sup>

By examining Table XXXII it may be seen that the policies of hiring officials seem to be rather poor ones. Sixty-two schools (55.9 per cent) indicated that officials are hired just prior to the playing season; forty schools which constitute 36 per cent, reported that officials are not hired until the playing season has begun. Only nine schools (8.1 per cent) hire officials during the

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<sup>13</sup>Jesse Feiring Williams and Clifford Lee Brownell, op. cit., p. 227.

<sup>14</sup>Charles E. Forsythe, op. cit., p. 202.



season previous to that in which games are to be played.

Table XXXII

POLICIES FOR HIRING OF OFFICIALS

	Number of Schools	Per cent
Hired just prior to playing season	62	55.9
Hired after playing season has started	40	36.0
Hired during previous school year	9	8.1

Results of this survey show that in fifty-two (46.8 per cent) of the schools covered, the coach hires the officials. The coach and superintendent hire the officials in twenty-five (22.5 per cent) of the schools and the superintendent in twenty-three (20.7 per cent) schools answering to the survey.

Table XXXIII

SCHOOL OFFICIAL OR INDIVIDUAL HIRING OFFICIALS

Hires Officials	Number of Schools	Per cent
Coach	52	46.8
Superintendent and coach combined	25	22.5
Superintendent	23	20.7
Principal and coach combined	6	5.4
Director of Physical Education	4	3.6
Principal	1	.9



### Qualifications of Officials

To promote uniformity in the interpretation of playing rules, as well as to give school administrators the assurance that only qualified persons are in control of their contests, many states have established plans for the registration and classification of all persons who desire to become officials. Only those men who meet these standards are permitted to officiate in interscholastic competition. As a result, the players, the schools, and the spectators benefit from a more efficiently handled contest.<sup>15</sup>

Morland<sup>16</sup> reports that 24 states require that all persons who desire to officiate in high school contests register with the state secretary. All member schools in these associations are required to use only registered officials. Fourteen states have a plan for the classification and rating of officials. Rubin<sup>17</sup> has developed an excellent rating scale which might well be utilized by associations, conferences, and coaches to rate the ability of basketball officials.

Poor officiating spoils a contest and spreads discord among students and players. It is an idea of false

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<sup>15</sup>Edward Voltmer and Arthur Esslinger, The Organization and Administration of Physical Education, p. 221.

<sup>16</sup>Richard Morland, op. cit., p. 105.

<sup>17</sup>Robert Rubin, "Rating Scale for Basketball Officials" Journal of Health and Physical Education, January, 1936, p.33.



economy to use inexperienced officials for inter-school games. "Local officials should always be avoided, for there is a tendency to feel that a local man may be biased. By getting good, unbiased officials, it is easy to avoid the ill feeling which often follows poor officiating."<sup>18</sup>

It is interesting to note that in twenty-two (19.8 per cent) of the schools replying, no consideration is given to the qualifications of officials. Certified local officials officiate in thirty-eight (34.2 per cent) of the schools reporting; thirty-six schools, or 32.4 per cent, hire certified out-of-town officials and twenty-nine schools, which constitute 26.1 per cent, hire out-of-town officials for all important home games.

Local officials are hired in a large number of the schools answering to the survey, but this may be justifiable in that a number of the schools in the state are located in small rural communities and do not have an opportunity to choose officials from other communities.

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<sup>18</sup>William Campbell and Ralph Reed, Coaching High School Athletics, p. 140.



Table XXXIV

## POLICIES REGARDING THE QUALIFICATIONS OF OFFICIALS

Policy followed	Number of Schools	Per cent
No qualifications of officials required	22	19.8
Hire local officials certified by local association	38	34.2
Hire out-of-town officials certified by State High School League for all home games	36	32.4
Hire out-of-town officials certified by State High School League for all important home games	29	26.1

Contracts for Officials

Usually the contract for athletic contests states that officials shall be mutually agreed upon several days before the game. The drawing up of contracts for the hiring of officials is accepted as being a good administrative policy. Unless otherwise specified, the home team usually makes the final selection of officials, subject to the approval of opponents, and defrays the expense involved.<sup>19</sup>

Only eight (7.8 per cent) of the schools covered in the survey have contracts for hiring officials. Ninety-four, or 92.2 per cent, schools indicated that contracts are dispensed with for hiring officials.

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<sup>19</sup>Jesse Feiring Williams and Clifford Lee Brownell, op. cit., p. 228.



Table XXXV  
CONTRACTS FOR OFFICIALS

	Number of Schools	Per cent
Do not have contracts	94	92.2
Do have contracts	8	7.8

Officials engaged weeks or months prior to the actual contest should be reminded of the contract, in writing, approximately one week before the date of the game. The form letter used for this purpose should contain such information as the following:

1. Date, hour, and place of the game.
2. Names of the opposing teams.
3. Fee to be paid.
4. Request that the official be on hand at least thirty minutes before the game begins.

#### Sources of Income for Financing the Inter-scholastic Program

A program of athletic activities of necessity involves the raising and spending of money. The rapid growth and development of the public high school has been paralleled by the increased importance of the athletic department within the high school. There are two major problems connected with financing this new and important department. The first of these is how to raise money for



equipment, and the second is how to handle the finances of the department.

Many high schools are fortunate enough to have large attendance, with big gate receipts, at their games; hence they are never troubled with the problem of raising money for equipment. Some schools are located in wealthy districts where the boards of education are most generous in supplying all needs. The majority of schools, however, and the small ones in particular, are faced with the difficulty of raising enough money to conduct the desired program of athletics. Most coaches would like to have better equipment, take their teams on more trips, and improve their football fields or basketball courts; but they are kept from doing so because of insufficient funds.

Raising money for athletics is a serious endeavor, and it requires both ingenuity and sagacity to raise the amounts needed by most schools. So vital are finances to success in athletics that most coaches are called upon to exert themselves to the utmost in order to have the money to proceed with their work.

Following are several suggestions listed by Campbell and Reed<sup>20</sup> for raising funds which will allow the athletic department to be somewhat independent of boards

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<sup>20</sup>William Campbell and Ralph Reed, op. cit., pp. 67-73.



of education that will not, or cannot, supply the necessary money.

1. Sell season tickets to contests.
2. Organize an athletic association.
3. Let girls sell tags and food to spectators.
4. Sell advertising space on programs.
5. Hold raffles of various kinds.
6. Put on a circus, festival, dance, or athletic carnival.
7. Stage a faculty-varsity game.
8. Run an independent basketball or baseball tournament.
9. Stage a school play, minstrel show, or vaudeville stunt night.
10. Sell magazine subscriptions.

A variety of methods to raise funds for the interscholastic program were listed by schools replying to the survey. Income from gate receipts was listed by 109 (98.2 per cent) schools reporting. Boards of education in twenty-six (23.4 per cent) provide funds to finance the athletic program. Other ways and means are listed in Table XXXVI.



Table XXXVI

## WAYS OF FINANCING THE INTER-SCHOLASTIC PROGRAM

Sources	Number of Schools	Per cent
Gate receipts	109	98.2
Board of education	26	23.4
Carnival	19	17.1
Gifts	14	12.6
Dances	9	8.1
Sale of advertising	7	6.3
Concessions	2	1.8
Student athletic fund, movies, student council activities, lunch sales	1	.9

As Table XXXVI shows, many schools covered by the survey resort to various methods of raising money which perhaps frequently prevent athletic deficits. The chief objection to raising money by such methods is that students spend too much time and effort upon them. Meyer<sup>21</sup> recommends the following criteria for choosing acceptable methods of raising money:

- '1. The method must be educational.
2. Too much time must not be required of teachers.
3. An excessive amount of labor should not be required.
4. The method must meet public approval.'

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<sup>21</sup>Harold D. Meyer, Financing Extra-Curricular Activities, p. 3.



"In the final analysis, financial support for inter-school athletics should be obtained from the board of education in the same manner that other school activities are maintained."<sup>22</sup>

Using Income from Inter-scholastic Athletics to Finance Other School Activities

"There is no justification whatsoever for making any curricular activity partially dependent upon gate receipts."<sup>23</sup> Educators have been very critical of various non-educational aspects of inter-school athletics; yet they themselves are partially responsible for their existence. If the heavy burden on gate receipts could be lightened by adequate financial support, athletics could become more valuable as an educational agency.

As shown in Table XXXVII, a total of fifty-seven of the schools responding indicated that sources of income from inter-scholastic athletics for other activities indicated the use of such income for recreational programs. Thirty-four schools (59.6 per cent) named the intramural program and seven (12.3 per cent) named the physical education program.

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<sup>22</sup>Jesse Feiring Williams and Clifford Lee Brownell, op. cit., p. 66.

<sup>23</sup>Edward Voltmer and Arthur Esslinger, op. cit., p. 307.



Table XXXVII

## INCOME FROM ATHLETICS USED TO PROMOTE OTHER ACTIVITIES

	Number of Schools	Per cent
Use athletic income to promote other activities	57	53.8
Do not use athletic income to promote other activities	49	46.2
Activities promoted		
Recreational program	36	63.2
Intramural program	34	59.6
Music	22	38.6
School publications	13	22.8
Physical education	7	12.3
Forensics	3	5.3
Library	1	1.8

It seems proper that the recreation, intramural and physical education programs be aided financially through income from athletics, but music in twenty-two (38.6 per cent) of the schools, school publications in thirteen (22.8 per cent), forensics in three (5.3 per cent), and the library in one (1.8 per cent) schools were also named as activities receiving financial aid from athletics.



School Officials or Individuals Responsible  
for Athletic Finance

More money is involved in the high school athletic program than in all of the other extra-curricular activities combined. Traveling expenses, official's fees, equipment, and game guarantees involve large sums of money. In the past, little serious attention has been given to handling athletic finances. Very few schools have made any provision for managing their student-body finances along adequate or business-like lines.

Campbell and Reed list six methods of handling finances of the athletic department. They are as follows:

- '1. Have a fund for athletics controlled by the director of athletics.
2. Have an athletic fund controlled by the athletic board.
3. Have the finances handled by the principal, or some central officer.
4. Have the funds handled by the commercial department.
5. Have a central fund for all extra-curricular activities.
6. Have the funds handled by the board of education.'

The superintendent is the person responsible for athletic finance in the majority of the schools. Sixty-one schools (55.1 per cent) reported this as the policy.

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<sup>24</sup>William Campbell and Ralph Reed, op. cit., p. 73.



The superintendent and coach combined are responsible in fourteen schools reporting, or 12.6 per cent of the total.

Table XXXVIII

PERSON OR INDIVIDUALS RESPONSIBLE FOR ATHLETIC FINANCE

Person Responsible	Number of Schools	Per cent
Superintendent	61	55.1
Coach	15	13.5
Superintendent and coach combined	14	12.6
Principal	9	8.0
Faculty manager	4	3.6
Principal and coach combined	3	2.7
Director	2	1.8
Superintendent and director	1	.9
Athletic board of control	1	.9
Chairman of athletic commission	1	.9



### Sale of Tickets

The sale of tickets requires an efficient accounting system established by the athletic council or board of education. Unless careful supervision is maintained, the number of tickets given to student salesmen often fails to check with the amount of money turned in and tickets returned. Each student salesman should sign a statement signifying that he has received a certain number of tickets and will be responsible for them. Probably the best plan is to restrict the sale of tickets to responsible adults.<sup>25</sup>

Complimentary tickets create a problem. Members of the press are admitted upon presentation of their professional card and the policeman's uniform allows him to pass. The practice of giving complimentary tickets to members of the squad, teachers, school officials, and others leads to controversy and petty manipulation. If admission fees are charged, all who attend as spectators should pay the prescribed amount. Those who have a direct responsibility to perform in connection with the contest and who attend wholly in an official capacity, should be admitted free.<sup>26</sup>

The study reveals a like situation exists concerning the handling of the sale of tickets and finances. In

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<sup>25</sup>Jesse Feiring Williams and Clifford Lee Brownell, op. cit., p. 229.

<sup>26</sup>Ibid, p. 229.



forty-nine (44.5 per cent) of the schools replying, the superintendent handles the sale of tickets. The principal in sixteen (14.5 per cent), and the same number of faculty managers are responsible for ticket sales. In only four (3.6 per cent) of the schools students handle the sale of tickets.

Table XXXIX

## PERSON OR INDIVIDUAL HANDLING THE SALE OF TICKETS

Person handling sales	Number of Schools	Per cent
Superintendent	49	44.5
Principal	16	14.5
Faculty manager	16	14.5
Teachers	9	8.2
Coach	7	6.4
Students	4	3.6
Superintendent and coach combined	3	2.7
Director	1	.9
Chairman of athletic commission	1	.9
Knights of Columbus	1	.9
President of student council	1	.9
Principal and coach combined	1	.9
No sale of tickets	1	.9



### Summary

1. Ninety-eight per cent of the schools replying named basketball as a varsity sport. Sixty-seven per cent have football. Track and baseball were each listed as varsity sports in 56.8 per cent of the schools answering.

2. Freshmen are eligible for competition in almost all schools. Eighty-nine per cent reported freshmen eligible for basketball and 88 per cent replied that freshmen are eligible for football.

3. Post-season games in basketball were listed as being played in thirteen (11.9 per cent) schools. Nine schools, or 12.7 per cent, of the total number of schools having baseball as a varsity sport, play post-season games; nine and three-tenths per cent play post-season games in football and 4.8 per cent in track.

4. The majority of the schools charge from twenty cents to thirty cents admission price for students attending games and from forty cents to fifty cents admission price for adults.

5. Forty-five per cent of the schools answering showed that from twenty to thirty games are played each season in basketball.

6. By far the greatest per cent (69.4 per cent) named the coach as the individual who schedules games.



Thirteen per cent listed the coach and superintendent combined.

7. Seventy-five per cent of the schools answering reported that game schedules are subject to review. The superintendent does the reviewing in 77.3 per cent of those schools replying.

8. Contracts are drawn up in most of the schools for scheduling athletic contests; eighty-five per cent reported using contracts. The coach draws up the contracts in 46.2 per cent of the schools having contracts for games.

9. Rather poor policies are followed in hiring officials for athletic contests. Only eight per cent of the schools indicated hiring officials during the previous school year.

10. The coach in 46.8 per cent of the schools reporting hires officials. The superintendent does the hiring of officials in 20.7 per cent of the schools.

11. Twenty per cent of the schools do not require any qualifications of officials.

12. Few schools have contracts for officials. Only eight per cent replied having such contracts.

13. Almost all the schools (98 per cent) use income from gate receipts to finance the inter-scholastic program.



14. A large number of schools, fifty-seven (53.8 per cent), use athletic income to promote other activities. Income from athletics was used to promote recreational programs in 63.2 per cent of the schools reporting, 59.6 per cent named the intramural program, and 38.6 per cent listed music.

15. Fifty-five per cent of the schools named the superintendent as the person responsible for athletic finance. This represents by far the greatest per cent.

16. A variety of individuals or groups were listed as handling the sale of tickets in the various schools. Again the superintendent in the majority of the schools has this responsibility. Forty-five per cent of those schools replying named the superintendent.



## CHAPTER IV

### SUMMARIES AND CONCLUSIONS

The study revealed some very interesting facts, many of which were significant and others which were not.

#### The Regular Physical Education Program

1. About one-half of the schools require students from grades seven through twelve to take classes in physical education. Physical education classes meet two days a week in approximately three-fourths of the schools reporting. Thirty-seven per cent of the schools reported not paying any attention to grades in the scheduling of physical education classes and sixteen schools replied having a total of six grades meeting as one class.

It is encouraging to note that quite a number of schools require physical education in grades seven through twelve. However, the practices of not paying any attention to grade placement in the scheduling of classes, and having six grades meet as one class are questionable administrative policies.

2. Almost thirty per cent of the schools do not require a change of clothing for participation in physical education classes and the board of education in but just two schools provides uniforms for students.



To properly participate in physical education activities, students should be dressed in uniforms that include such things as trunks, T-shirt, and tennis shoes. Free textbooks and supplies have been accepted by most boards of education, but few of them have extended this principle to the purchase of gymnasium uniforms. The study reveals this quite conclusively in that only two schools reported that uniforms are provided by boards of education.

3. About one-third of the schools having showering facilities do not require that students shower after classes in physical education.

Properly constructed and wisely administered shower rooms provide one of the best laboratories for inculcating certain health practices of personal cleanliness. The shower bath after exercise constitutes an integral part of the physical education period; therefore, all students should be required to shower.

4. Seventy per cent of the schools surveyed use the system of calling names for taking roll. About one-third use the system of satisfactory and unsatisfactory in recording grades. A majority of the schools, about three-fourths, use a combination of objective and subjective judgment in determining grades in physical education.



The system of taking roll by name takes too much time and is not outstandingly accurate. It does, however, aid in associating faces with names and provides for some student participation.

5. Varsity athletes are excused from physical education only while they are out for a varsity sport in ninety-six per cent of the schools reporting.

This is deemed acceptable by most authorities, but excusing varsity athletes for the whole year is not; two schools reported following this practice.

6. Various sources provide income for financing the physical education programs. Gate receipts and school carnivals are the two most frequently mentioned.

7. The superintendent in the majority of the schools replying, constructs the physical education budget. He purchases physical education equipment in thirty per cent of the schools answering and determines what equipment shall be purchased in about one-fourth of the schools.

8. A very limited number of schools--thirteen (12.3 per cent)--have local courses of study for physical education.

A course of study should be made out for physical education so that the students may have the opportunity to experience a wide variety of activities. A course of study provides for a better and more efficient teaching situation.



### The Inter-scholastic Program

1. Ninety-eight per cent of the schools reported competition in basketball. Football is a part of the inter-scholastic program in 67.6 per cent and track and baseball were named in 56.8 per cent of the schools answering.

It is evident that not much has been done in expanding the inter-scholastic program to include a variety of sports.

2. Many of the schools covered in the study have small enrollments which might explain the fact that freshmen are eligible for competition in almost ninety per cent of the schools.

3. Almost one-half of the schools reported playing from twenty to thirty games in basketball each season. Evidence shows that basketball is emphasized to a greater extent than any of the other sports.

4. The coach in almost three-fourths of the schools schedules games. Seventy-five per cent reported that schedules are subject to review and in those schools the superintendent does the reviewing in seventy-seven per cent of the total.

5. In eighty-five per cent of the schools, contracts are drawn up for athletic contests. In almost one-half of the schools the coach draws up the contracts.



6. Poor policies are followed in the hiring of officials. Over one-half of the schools reported hiring officials just prior to the playing season; thirty-six per cent indicated that officials are hired after the playing season has started. Ideally, all officials should be hired the year before they are to officiate athletic contests.

7. Twenty per cent of the schools require no qualifications of officials. Very few schools, only eight per cent, have contracts for officials. This is more evidence of poor administrative practice.

8. A variety of ways of financing inter-scholastic programs were listed. Gate receipts were named in almost nine-tenths of the schools replying.

9. A little better than half of the schools indicated using athletic incomes to promote other activities. The recreational and intramural programs were named as receiving funds in approximately sixty per cent of the schools. Other activities listed included music (38 per cent), school publications (23 per cent, and physical education (12 per cent).

10. Superintendents in the schools replying assume the responsibility of handling both the athletic finances and the sale of tickets in a majority of the schools.

The fact that the superintendent exercises much of



the responsibility of handling details of both the regular physical education and inter-scholastic programs is evident. The coach, physical education instructor, or director, whichever the case may be, is given little administrative responsibility or authority in the implementation of the physical education program.



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## APPENDIX A

Letter of Transmittal

B-7, Park Village  
Grand Forks, North Dakota  
May 13, 1951

Dear Sir:

Enclosed is a set of questions pertaining to administrative practices in physical education and interscholastic athletics. This set of questions is being sent to coaches throughout the state of North Dakota.

The form has been constructed so it can be completed in approximately 15 minutes.

This study is being made under the direction of Mr. Leonard Marti and John Quaday, Professors of Physical Education, University of North Dakota.

I would appreciate it very much if you would complete the form and return it at your earliest possible convenience. A stamped, self-addressed, envelope is enclosed.

Your cooperation will do much to make the study valid and a success.

Yours very truly,

Gerald J. Anstett (signed)

GJA:pc  
Enc.



## APPENDIX B

QuestionnaireADMINISTRATIVE PRACTICES IN BOY'S PHYSICAL EDUCATION  
AND ATHLETICS IN NORTH DAKOTA HIGH SCHOOLSRegular Physical Education Programs:

1. Check the plan of organization under which your school operates:  
                     6-3-3\_\_\_\_\_ 8-4\_\_\_\_\_ 6-6\_\_\_\_\_
2. How many students are enrolled in your school? Boys \_\_\_\_\_  
     Girls \_\_\_\_\_
3. Check the grades in which physical education is required.  
                     7th\_\_\_\_\_ 8th\_\_\_\_\_ 9th\_\_\_\_\_ 10th\_\_\_\_\_ 11th\_\_\_\_\_ 12\_\_\_\_\_
4. What is your plan of grade placement for scheduling P.E. classes? Check:
  - a. Each grade constitutes a separate class \_\_\_\_\_
  - b. Not more than 2 consecutive grades constitute a P.E. class \_\_\_\_\_
  - c. 3 consecutive grades in one P.E. class \_\_\_\_\_
  - d. All six grades meet as one class \_\_\_\_\_
  - e. No attention is given to grade in scheduling P.E. classes \_\_\_\_\_
5. How many days per week do your classes meet? \_\_\_\_\_  
     Length of periods \_\_\_\_\_
6. State the number of physical education classes you teach. \_\_\_\_\_
7. What is the average size of your classes? \_\_\_\_\_  
     Smallest \_\_\_\_\_ Largest \_\_\_\_\_
8. Is a change of clothing required of students for participation in physical education classes? Yes \_\_\_\_\_ No \_\_\_\_\_  
     Must all uniforms be of the same kind? Yes \_\_\_\_\_ No \_\_\_\_\_  
     Check how uniforms are provided: By students \_\_\_\_\_  
                                     By the board of education \_\_\_\_\_  
     If provided by the board of education, check one of the following:
  - a. Rented by students \_\_\_\_\_
  - b. Free rental \_\_\_\_\_
9. Do all students have access to showers? Yes \_\_\_\_\_ No \_\_\_\_\_  
     Are all students required to shower after each class? Yes \_\_\_\_\_ No \_\_\_\_\_  
     Is parental objection ever encountered in regards to showering? Yes \_\_\_\_\_ No \_\_\_\_\_  
     Check reason or reasons for objection by parents:
  - a. Presence of colds or possibility of catching cold \_\_\_\_\_
  - b. False modesty and indecent exposure \_\_\_\_\_
  - c. Parents insist that students bathe at home \_\_\_\_\_
  - d. Students convalescing after illness or sickness \_\_\_\_\_



10. Check the system used for taking roll:  
by name \_\_\_\_\_ number \_\_\_\_\_ squads \_\_\_\_\_ tag board \_\_\_\_\_  
other \_\_\_\_\_
11. In regards to the system of recording grades in P.E. classes, check one or more of the following:
- a. Same system used in grading as in other subjects \_\_\_\_\_
  - b. Use of letters \_\_\_\_\_
  - c. Use of numbers \_\_\_\_\_
  - d. Use of satisfactory and unsatisfactory \_\_\_\_\_
  - e. Other \_\_\_\_\_
- Check the system used in determining grades in P.E.:
- a. Objective judgment only \_\_\_\_\_
  - b. Subjective judgment only \_\_\_\_\_
  - c. Combination of objective and subjective judgment \_\_\_\_\_
- Complete the following in regards to determining per cent of grade: Per cent of grade
- a. Skills tests \_\_\_\_\_
  - b. Rules and techniques tests \_\_\_\_\_
  - c. Physical fitness tests \_\_\_\_\_
  - d. Personal and social qualities \_\_\_\_\_
12. Are varsity athletes excused from the regular P.E. program? Yes \_\_\_\_\_ No \_\_\_\_\_  
If varsity athletes are excused, check one of the following:
- a. Excused only while they are out for a varsity sport \_\_\_\_\_
  - b. Excused for the whole year \_\_\_\_\_
13. Does a separate budget for the required program exist? Yes \_\_\_\_\_ No \_\_\_\_\_  
Does the Phy. Ed. budget come entirely from tax funds? Yes \_\_\_\_\_ No \_\_\_\_\_
- a. If not, list other sources: \_\_\_\_\_
- How much is your yearly budget? \_\_\_\_\_  
Who constructs the P. E. budget?
- a. Supt. \_\_\_\_\_ c. P.E. Director \_\_\_\_\_ e. Other \_\_\_\_\_
  - b. Principal \_\_\_\_\_ d. Coach \_\_\_\_\_
- In what way are balances in the budget disposed of?
- a. Used for other school activities \_\_\_\_\_
  - b. Carried over into next years budget \_\_\_\_\_
  - d. Others \_\_\_\_\_
14. Check from whom equipment is purchased:
- a. Local sporting goods stores \_\_\_\_\_
  - b. Large sporting companies \_\_\_\_\_
  - c. Others \_\_\_\_\_
- Person who purchases equipment:
- Supt. \_\_\_\_\_ Principal \_\_\_\_\_ P.E. Director \_\_\_\_\_  
Coach \_\_\_\_\_ Other \_\_\_\_\_
- Person who determines what shall be purchased:
- Supt. \_\_\_\_\_ Principal \_\_\_\_\_ P. E. Director \_\_\_\_\_  
Coach \_\_\_\_\_ Other \_\_\_\_\_



- From what sources are funds provided for purchase  
of equipment \_\_\_\_\_, \_\_\_\_\_.
15. Do you have a written local course of study?  
Yes \_\_\_\_\_ No \_\_\_\_\_
- Who constructs the courst of study? \_\_\_\_\_.



Inter-scholastic Athletics:

1. Complete the table below as indicated by the example:

Sport	Compete In	Freshmen Eligible	Post season Games	Student Admission Price	Public Admission Price
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Example:

Football	X	-	X	\$.25	\$.60
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Football

Basketball

Track

Baseball

Other:

2. Complete the table below in regards to number of games played:

	Basketball	Football	Track	Baseball	Other
--	------------	----------	-------	----------	-------

A squad

B squad

C squad

3. Check the school official or faculty member who schedules games:

Supt.\_\_\_\_ Principal\_\_\_\_ P.E.Director\_\_\_\_  
Coach\_\_\_\_ Other\_\_\_\_

Are games schedules subject to review? Yes\_\_\_\_ No\_\_\_\_

If yes, check who does reviewing:

Supt.\_\_\_\_ Principal\_\_\_\_ P.E.Director\_\_\_\_  
Coach\_\_\_\_ Other\_\_\_\_4. Are contracts drawn up for scheduling games? Yes\_\_\_\_  
No\_\_\_\_

If yes, who draws them up:\_\_\_\_\_

5. Who does the hiring of officials: Check:

Supt.\_\_\_\_ Principal\_\_\_\_ P.E.Director\_\_\_\_  
Coach\_\_\_\_ Other\_\_\_\_

As a general policy, when are officials hired:

Not hired until playing season has started\_\_\_\_\_

Hired during previous school year\_\_\_\_\_

Hired just prior to playing season\_\_\_\_\_



Check policy followed regarding the qualifications of officials:

Hire out-of-town officials certified by State High School League for all home games \_\_\_\_\_

Hire local officials certified by local association \_\_\_\_\_

Hire out-of-town officials certified by State High School League for all important home games \_\_\_\_\_

No qualifications of officials required \_\_\_\_\_

Are contracts drawn up for hiring of officials? \_\_\_\_\_

Yes \_\_\_\_\_ No \_\_\_\_\_

6. Check sources of income for the inter-scholastic program:

Gate receipts \_\_\_\_\_ Board of education \_\_\_\_\_

School dances \_\_\_\_\_ Sale of advertising \_\_\_\_\_

Gifts & donations \_\_\_\_\_ Others \_\_\_\_\_

7. Are sources of income from interscholastic athletics used to finance other school activities? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, check: Music \_\_\_\_\_

Forensics \_\_\_\_\_

Intramural sports \_\_\_\_\_

School publications \_\_\_\_\_

Recreational programs \_\_\_\_\_

Others \_\_\_\_\_

8. Check person responsible for athletic finance:

Supt. \_\_\_\_\_ Principal \_\_\_\_\_ P.E. Director \_\_\_\_\_

Coach \_\_\_\_\_ Faculty Manager \_\_\_\_\_ Other \_\_\_\_\_

9. Who handles the sale of tickets? Check:

Supt. \_\_\_\_\_ Principal \_\_\_\_\_ P.E. Director \_\_\_\_\_

Coach \_\_\_\_\_ Faculty Manager \_\_\_\_\_ Other \_\_\_\_\_